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ABSTRACT

This report on a survey of college of education graduates from the classes of 1975 to 1977 includes the following information: (1) current positions of graduates; (2) most valuable courses taken in college; (3) least valuable courses; (4) suggested changes in college of education program; (5) competencies graduates lacked in their first year of teaching; (6) positions desired by graduates in five years; and (7) positions desired by graduates in 10 years. (JD)

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1978 FOLLOW-UP STUDY OF

UNIVERSITY OF MAINE AT ORONO

COLLEGE OF EDUCATION

GRADUATES

1975 to 1977

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SP 014 854

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The 1978 follow-up study of 1975 to 1977 graduates of the College of Education of the University of Maine at Orono is part of the systematic series of studies being conducted to monitor the program. Two previous studies in this series are the 1970 to 1976 Follow-up Study of graduates of the College of Education (Eric Document ED 141 306) and How Superintendents View University of Maine College of Education Graduates (1977).

Procedure

Mailing labels of the 1975 to 1977 graduates were secured from the Alumni Office and address lables were printed. All graduates whose addresses were apart of the alumni records were mailed the questionnaire and a postpaid return envelope. The graduates were asked to respond anonymously to the survey. The Dean wrote a cover letter to explain the purpose of the survey. No additional follow-up attempts were made after the initial mailing.

The instrument consisted of 54 items to which the students were asked to respond. The items chosen were from the pool of items developed by the investigator for previous surveys conducted on the undergraduates and graduates of the College of Education in order that comparisons could be made between the responses of graduates with undergraduates and new graduates with previous graduates of the program. The instrument is included in Appendix A of the report.

The questionnaire was designed so that a clerk could keypunch from the responses circled by the graduates. The positions graduates held prior to their present position and jobs they would like to have 5 and 10 years from now were tabulated and also

coded using Holland's system of classification based upon his six personality types. Frequencies were run for each item on the instrument.

The Sample

Two hundred forty of the 766 graduates returned the survey. The breakdown by year is presented in Table 1.

TABLE 1

Distribution of Sample By Year of Graduation

Year	Number	Percentage of Class	Percentage of Sample
1975	105	25.5	45.3
1976	70	28.5	30.0
1977	57	25.0	24.6
?	8		

The respondents ranged from 22 years of age to 48. The mean age was 24.93, the mode 23 and the median 24.20. One hundred forty-six were female or 61.3% and 92 or 38.7% were male. The distribution by program of studies is presented in Table 2.

TABLE 2

Program of Studies of Sample Group

Category	Number	ADJ Percentage
Elementary	103	43.5
Secondary	44	18.6
Physical Education	58	24.5
Art	13	5.5
Music	15	6.3
Special	1	0.4
Recreation	3	1.3
Missing	3/240	

The largest group represented was the elementary program with 103 or 42.9%, about one-quarter were physical education graduates and 19% secondary education graduates. Music education graduates consisted of 6.39% of the graduates and 5.4% from art education. Three gave recreation as their major and one, special education.

The graduates were asked to list their major or program of studies which required at least 30 SH. The list of majors given is included in Table 3. The majors with the largest representation were physical education, social studies, education, English, mathematics, psychology and music.

They also listed their minors. The information is presented in Table 4. The popular minors were Health Education, History, Psychology, Mathematics, English, social studies and speech.

TABLE 3

MAJORS LISTED BY FOLLOW-UP GROUP

Major	Frequency	Percent
English	21	10.2
French	8	3.9
Latin	1	0.5
Biology	11	5.3
Mathematics	18	8.7
Science	2	1.0
History	12	5.8
Political Science	3	1.5
Psychology	16	7.8
Social Studies	22	10.7
Speech	3	1.5
Music	14	6.8
Education	21	10.2
Physical Education	30	14.6
Sociology	1	0.5
Art	10	4.9
Special Education	1	0.5
Health Education	6	2.9
Recreation	4	1.9
Wildlife Management	1	0.5
Child Development	1	0.5
None Listed	34	
	240	

TABLE 4

Minors Listed By Follow-Up Group

Minor	Frequency	Percent
English	9	7.9
French	2	1.8
Spanish	3	2.6
Biology	5	4.4
Mathematics	11	9.6
Science	2	1.8
Economics	2	1.8
History	14	12.3
Government	1	0.9
Political Science	1	0.9
Psychology	12	10.5
Social Studies	8	7.0
Speech	8	7.0
Music	3	2.6
Education	2	1.8
Physical Education	1	0.9
Sociology	5	4.4
Art	2	1.8
Special Education	3	2.6
Health Education	17	14.9
Canadian Studies	1	0.9
Child Development	1	0.9

RESULTS

What Are The Graduates Doing?

The graduates were asked to list their current position and 222 of the graduates responded. A summary listing of the positions held by graduates is included in Table 5. A complete list of positions is included in Appendix B of the report. About two-thirds of 140 of the graduates were in some type of teaching field. About a third of these were teaching at the elementary level. Sixteen were aides or tutors. Approximately 50 taught at the junior or senior high level. The remainder of the group were in special education or specialists. Nine were counselors or social workers.

The remaining graduates were spread in a number of different areas in sales, clerical, business and industry, food services, trades and professions and recreational services. Only three were in the armed services. Only four reported themselves as unemployed.

TABLE 5

Positions Listed by Graduates

Teaching Public School

Teacher (No level specified) 14

Elementary Teacher (No grade specified) 10

Physical Education 9

Elementary Pnysical Ed. Specialists 7

Kindergarten 5

First Grade 2

Second Grade 3

Third Grade 5

Fourth Grade 3

Fifth Grade 5

Sixth Grade 7

Seventh Grade 1

Eighth Grade 1

Elementary Reading 2

Math Teacher 5

Science 2

Social Studies 5

English 5

French 1

Jr. High School Art 1

Sr. High School Art 2

Music Elementary 1

Music Secondary 3

Study Hall 1

Media Specialist 1

Aides 7

Substitute Teacher 2

Tutors 2

Special Education 4

Diagnostic/Prescriptive 1

Resource Room Teacher 3

Instructional Aide 7

Compensentory 1

Speech 1

Bilingual 1

Athletic Director 1

Principal 1

Baseball Coach 1

Extension Aide 1

Private Teaching

Saxophone 1

Strings Instructor 1

Music 1

Director Day Care 1

Sales

Sales Manager 2

TABLE 5 CONTINUED

Sales Representative 3
Clerk 1
Rental Programmer 1
Real Estate Broker 2
Insurance Agent 1

Recreation

Sporting Camp Operator 1
Camp Director 1
Supervisor 2
Director 2

Business/Industry

Accountant 1
Banker 1
Bookkeeper 1
Planning Technician 1
Productions Control Manager 1
Production Supervisor 1
Shipping Clerk 1
Fast Foods Owner 1
Personnel Manager 1
Consumer Representative 1
Purchasing Agent 1

Clerical

Clerical 2
Secretary 2
Cashier 1
Receptionist 1
Bank Teller 2

Food Services

Waitress 1
Hostess 1
Manager 1
Shift Runner 1

Counseling/Social Work

Social Worker 2
Rehabilitation Counselor 2
Residential Life 2
CETA 1
Upward Bound 1
Assistant Dean 1

Trade/Professional/Other

Carpenter 2
Babysitter 1
Bridge Painter 1
Researcher 2
Editor 1
Assistant Editor 1
Mother/Housewife 1

TABLE 5 CONTINUED

Numismatist 1

Gas Station Attendant 1

Armed Services

Army Band 1

Army Medical 1

2nd Lt. 1

Unemployed 1

TABLE 6

Classification of Positions of Graduates
Using Holland's Theory

Major Minor Codes	Number	Percent
Realistic Investigative	1	0.5
Realistic Social	4	1.8
Realistic Enterprising	1	0.5
Realistic Conventional	5	2.3
Investigative Artistic	1	0.5
Investigative Social	13	5.9
Artistic Investigative	2	0.9
Artistic Social	23	10.4
Social Realistic	27	12.2
Social Investigative	3	1.4
Social Enterprising	96	43.2
Social Conventional	12	5.4
Enterprising Investigative	2	0.9
Enterprising Social	1	0.5
Enterprising Conventional	16	7.2
Conventional Realistic	1	0.5
Conventional Social	5	2.0
Conventional Enterprising	1	

The positions were classified according to Holland's six types using the major and minor code. The breakdown of the groupings is presented in Table 6. The primary grouping of the graduates has either social as the primary or secondary code. One hundred and eighty-four of the students had social as either a major or minor code. Only eleven of the respondents had Realistic as major code; fourteen had investigative; twenty-five, artistic; one hundred thirty-eight, social; seventeen, enterprising, and seven, conventional.

Job Seeking Strategies

Three quarters of the graduates sought positions in teaching. They applied to anywhere from one to 99 districts for teaching jobs. The mean number of applications was 18; the median was 11.

How Job Was Found

The respondents were asked how they found their present job. The frequencies are presented in Table 7.

TABLE 7

How Job Was Found

Category	N	Adj. Freq.
On My Own	111	51.4
Employment Agency	9	4.2
University Placement Service	18	8.3
Newspaper Ad	23	10.6
Referral by Professor	6	2.8
Personal Contact	37	17.1
Family or Relative Help	12	5.6
Other or Missing	24	

The primary source of how graduates found jobs was on their own. The second source somewhat related was by personal contact. Fifty-one percent listed the former and 17.1% the latter. Only 27 of the graduates used employment agencies or the University placement service. Referral by a professor was last on the list and selected by just six or 2.8% of the graduates.

Last Full Time Position of Those Currently Not Working

Thirteen of the graduates reported that they were not currently working and listed the last full time position they held. Six had teaching jobs; three had sales or clerical positions; the others had miscellaneous jobs such as physical therapy aide, carpenter and lobsters-larval technician.

Half of the group reported marriage, motherhood and family reasons for leaving their jobs; two listed that they were returning to school and the balance gave financial reasons.

Primary Reason for Taking Present Job

The graduates were asked what was their primary reason for taking their present job (previous position if not currently working). The major reason was job availability and 119 or 54.8% of those responding listed this as the primary reason. Second in order was interest and 71 or 32.7% circled this option. Third was geographic location checked by 16 or 7.4% of the graduates. Last was salary chosen by 11 or 5.1% of the group.

Reason for Getting Present Job

The graduates were asked what they thought was the most important reason for getting their present job. The distribution is presented in Table 8.

TABLE 8

Reason For Getting Present Job

Reason	N	Adj. Freq.
Educational Training	51	24.2
Past Work Experience	47	22.3
Personal Recommendations	64	30.3
Educational Achievement	14	6.6
Personality	22	10.4
No Particular Reason	13	6.2
Missing (No Reason Given)	29	

First in rank was Personal Recommendation with 30.3% of the responses; second, education training with 24.2%; third, past work experience with 22.3%, fourth, personality with 10.4%; fifth, educational achievement with 6.6% and last no particular reason, a vacancy existed with 6.2%

Evaluation of the Program

The graduates were asked a number of general as well as specific questions to provide an evaluation of their program of studies. Specifically they were asked to evaluate their career and academic advisement, and the value of specific courses in their program.

How Education Prepared Graduates for Present Job

The graduates were asked to rate how well their education prepared them for their present job on a five point scale ranging from very adequately to very inadequately. The results are presented in Table 9.

TABLE 9

HOW EDUCATION PREPARED GRADUATES FOR PRESENT JOB

Category	N	Adj. Freq.
Very adequately	27	11.8
Adequately	99	43.4
Unsure	40	17.5
Inadequately	40	17.5
Very Inadequately	22	9.6

Fifty-five percent of the group felt that their education prepared them adequately for their present job. About 27% felt the opposite and 17.5% were unsure. The mode was adequate preparation.

Begin Undergraduate Program Over

The graduates were asked if they were beginning their undergraduate program over again, what would they do. They were given five options and the frequencies of their responses are presented in Table 10.

TABLE 10

Choice If Beginning Program Over Again

Choice	N	Adj. Freq.
Definitely major in same field	58	25.6
Probably major in same field	65	28.6
Unsure	38	16.7
Probably major in different field	40	17.6
Definitely major in different field	26	11.5
Missing	13	

About 55% of the graduates felt that they would probably or definitely major in the same field while 29% reported that they probably or definitely would major in a different field. About one-sixth of those responding were unsure.

Career Advisement

There were five items utilized to assess the evaluation of the graduates to their academic and career evaluation. The distribution of their responses by item is presented in Table 11.

TABLE 11

Reaction of Graduates to Career Advisement

Item	SDA	DA	?	A	SA
You received adequate career guidance and planning for your career or job	4.1 17.4	7.2 30.5	34 14.4	79 33.5	10 4.2
You received adequate academic advisement for your educational program	28 11.7	59 24.7	30 12.6	98 41.0	24 10.0
Your advisor provided you adequate information regarding certification	30 12.7	52 22.0	27 11.4	84 35.6	43 18.2
You were well informed about job opportunities and job availability	25 10.5	64 27.0	35 14.8	86 36.3	27 11.4
Teacher preparation programs prepare one well for positions other than in teaching	63 26.6	64 27.0	66 27.8	36 15.2	8 3.4

About 48% of the graduates felt that they did not receive adequate career guidance and planning for their career or job. A smaller percent, 36% reported that they did not receive adequate academic advisement. Fifty-one percent reported that they did. Thirty-four percent felt that they received inadequate information about certification while 54% felt that they had adequate information. Forty-eight percent said that they were well informed about job opportunities and job availability while 37.5% disagreed. Over half of the graduates disagreed that teacher preparation programs prepare one well for positions other than in teaching. Only 18.6% of the group agreed to this statement.

Course Evaluations

The graduates were asked to react to how well they thought nine types of courses prepared them for their present job. The distribution of responses is included in Table 12.

TABLE 12

Value of Courses for Present Job

Course	RATING									
	Did Not Have	Very Poorly	Poorly		Average			Well	Extremely Well	
	0	1	2	3	4	5	6	7	8	9
Student Teaching	17	16	3	6	7	21	8	22	28	98
	7.5	7.1	1.3	2.7	3.1	9.3	3.5	9.7	12.4	43.4
Found. of Ed.	13	59	26	30	28	31	16	16	9	1
	5.7	25.8	11.4	13.1	12.2	13.5	7.0	7.0	3.9	0.4
Methods Courses	3	29	11	29	32	29	28	28	26	12
	1.3	12.8	4.8	12.8	14.1	12.8	12.3	12.3	11.5	5.3
Major or Area of Concentration	2	14	10	14	27	34	14	44	52	21
	0.9	6.0	4.3	6.0	11.6	14.7	6.0	19.0	22.4	9.1
Science	33	39	11	22	28	42	14	16	17	8
	14.3	17.0	4.8	9.6	12.2	18.3	6.1	7.0	7.4	3.5
Social Sciences	18	28	13	24	26	45	23	25	25	4
	7.8	12.1	5.6	10.4	11.3	19.5	10.0	10.8	10.8	1.7
Arts	47	25	13	16	20	34	25	16	23	11
	20.4	10.9	5.7	7.0	8.7	14.8	10.9	7.0	10.0	4.8
Humanities	31	25	8	17	23	47	22	21	21	10
	13.8	11.1	3.6	7.6	10.2	20.9	9.8	9.3	9.3	4.4
Mathematics	64	25	13	13	15	35	17	24	14	11
	26.7	10.4	5.4	5.4	6.3	14.6	7.1	10.0	5.8	4.6

The means and the modes are presented in Figure 1.

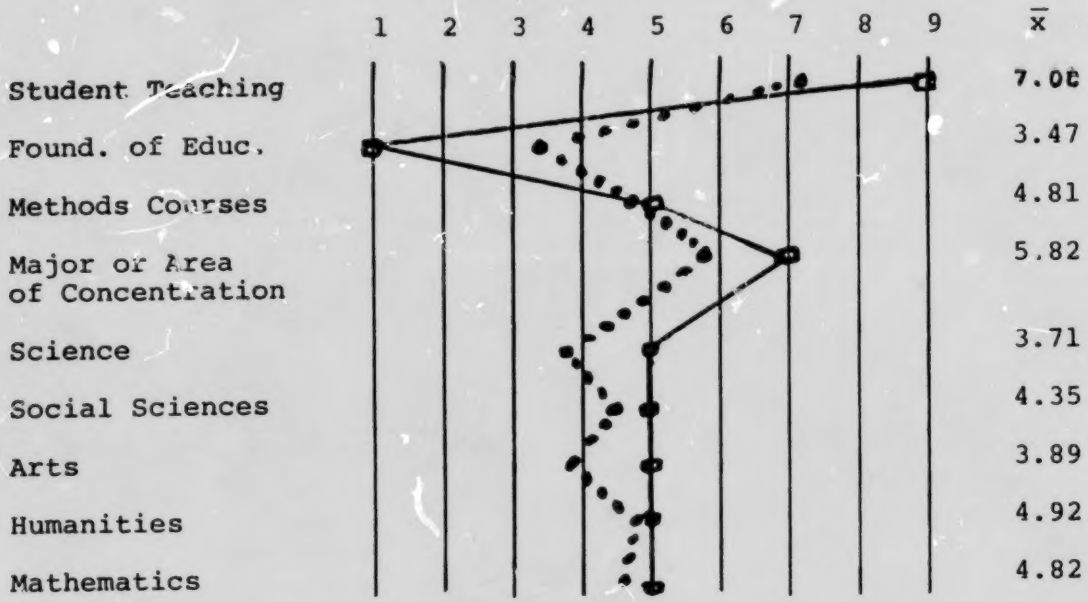

FIGURE 1

Value of Courses for Present Job

Key — = Mode
0 = Mean

Student teaching was considered the most valuable course in preparing graduates for their present job. Next in order was their major or area of concentration. The most valuable component of the remaining education courses was the methods courses. The foundations of education courses were rated the lowest and were considered by most as very poorly or poorly preparing them for their present jobs. The core liberal arts course areas were all rated in the average range.

Most Value Courses

The graduates were asked to rate the three undergraduate courses which have been of the most value to them. The top ten courses listed are found in Table 13. The complete list of courses identified by students can be found in Appendix C of the report.

TABLE 13

Ten Most Valuable Undergraduate Courses Listed by Graduates

Course	Rank	f
Student Teaching	1	61
Children's Literature	2	43
Teaching of Reading	3	27
Teaching of Elementary Mathematics	4	26
Teaching of Language Arts	6	21
Child Psychology	6	21
Athletic Training & Conditioning	6	21
Kinesiology	8	18
Exercise Physiology	9	15
Teaching of Physical Education	10	14

The most valuable single course was student teaching. Children's Literature was listed second most frequent by the graduates. The next three courses were methods courses in reading, elementary mathematics and language arts. The only non-education course on the list was child psychology.

The last four courses on the previous ten listed were courses offered by the physical education faculty.

Least Valuable Courses

The graduates were asked to rate the three undergraduate courses which have been of the least value to them. The top ten courses listed are included in Table 14. The complete list of courses listed by the students is in Appendix D.

TABLE 14

Ten Least Valuable Courses Listed by Graduates

Course	Rank	Frequency
Ed B 2	1	49
Ed B 3	2	45
Ed B 4	3	42
Teaching of Science	4	29
Teaching of Social Studies	5	28
Teaching of Mathematics	6	24
Introduction to Psychology	7	21
Introduction to English	8	18
Mods in Education	9	17
Teaching of Reading	10	14

The foundations of education courses were seen least valuable by the graduates. Courses outside of education having low ratings were the introductory courses in the different disciplines such as in psychology and English.

The methods courses in science, social studies, mathematics and reading were also somewhat negatively rated by the graduates.

Overall Evaluation

The graduates were asked whether they felt that there should be changes made in the undergraduate program in education. Ninety percent or 211 of the 240 students said yes. Only 8 or 3.4 percent said no and 15 or 6.4% stated they were unsure. The verbatum responses of the students is included in Appendix E. A list of themes in rank order is given in Table 15.

TABLE 15

Types of Changes in the Undergraduate Program in Education Suggested by Graduates

Rank	Change
1	More field experiences, earlier field experiences, expanded student teaching
2	Improved methods courses, more practical, more specific techniques, involvement of public school teachers in instruction
3	Curriculum revision, updating of courses, newer techniques, emphasis on resources
4	Courses and techniques of behavioral management and control needed
5	Higher standards for becoming a teacher, more emphasis on communication skills, grammar
6	Additional course work in reading, special education and child development

Rank	Change
7	Fewer required courses, more electives, broader liberal arts basis
8	Improved advisement, career guidance and counseling
9	Improvement of instruction in the college of education

By far the graduates felt that there should be more field experiences in the program throughout the four years of the program. A large number also wanted student teaching to be extended. The second area of concern was the methods courses.

Competencies Lacked in the First Year of Teaching

Those who had taught were asked to list the skills and competencies they lacked the first year they taught. The verbatum responses are included in Appendix F. The rank order of responses is included in Table 16.

TABLE 16

Competencies Lacked the First Year of Teaching

Rank	Skill or Competency
1 (37)	Knowledge of discipline, behavior Management techniques
2 (21)	Knowledge of what is taught, the curriculum, the objectives
3 (20)	Experience, more teaching experience prior to graduation
4 (17)	Specific teaching techniques

Rank	Skill or Competency
5 (15)	Knowledge of individual, individualization
6 (11)	How to teach reading
7 (8)	Communication skills with parents and administrators, public relations
8 (7)	Sources of materials, how to order, how to evaluate materials
9 (6)	Test construction, administration and interpretation
10 (5)	Record keeping
11 (4)	Knowledge of law and legal rights
12 (3)	First aid, medical knowledge

The competency or skill lacked most was knowledge of behavior control, discipline techniques or behavior management skills, the second was the beginning teacher felt a lack of knowledge of the specific curriculum being taught, the objectives being taught and the subject matter students know. The third area was experience. Many felt that they didn't have enough practical or real experience prior to their first job. A lack of knowledge of specific teaching techniques was fourth in order. Teachers were aware of a need for more knowledge of the individual and how to individualize.

PLANS AND VALUES

Further Education

Sixty-five or 27.3% of those responding have continued their education after graduation while 1973 or 72.7% have not. Of these who have continued, one quarter are full time students and the balance, parttime students.

Of those continuing their education, 41 are in programs traditionally housed in the College of Education. The largest group (16) are enrolled in a Master of Education program. The breakdown by program of studies is presented in Table 17.

TABLE 17

Program of Studies by Graduates

Program	Frequency	Adj. Freq.
Political Science	2	3.6
Master of Education	16	28.6
Reading	2	3.6
Physical Education	6	10.7
Business Education	1	1.8
Psychology	1	1.8
Educational Leadership	4	7.1
Special Education	6	10.7
Counseling	5	8.9
Outdoor/Recreation	1	1.8

Program	Frequency	Adj. Freq.
Master of Fine Arts	2	3.6
Sculpture	1	1.8
Business	4	7.1
Music	1	1.8
Secretarial	1	1.8
Other	3	5.4

Future Educational Plans

Although about three quarters of the sample have not started any type of post graduate education 57.8 percent or 104 graduates state that they do plan to continue their education within the next few years. Twenty-six or 14.4% say they have no plans while 50 or 27.8% are currently unsure of their plans.

Work Values of Graduates

The graduates were asked to respond to the extrinsic and intrinsic values related to the world of work (Super, 1970). The results are presented in Table 18.

TABLE 18

Values of Graduates

Value	Mean	S.D.	Rank
1. Altruism	4.251	0.827	3
2. Aesthetics	2.962	1.061	15
3. Creativity	3.623	1.030	11
4. Intellectual Stimulation	4.186	0.830	5
5. Achievement	4.755	0.477	1
6. Independence	3.784	0.909	7
7. Prestige	3.713	1.014	9
8. Economic Returns	3.562	0.982	12
9. Security	3.751	1.022	8
10. Surroundings	3.377	0.966	13
11. Supervisory Relationships	4.219	0.765	4
12. Associates	4.043	0.778	6
13. Way of Life	4.538	0.641	2
14. Change	3.705	0.928	10
15. Management	3.142	1.102	14

The highest value to the graduates was an intrinsic one, achievement, to have work which gives them a feeling of accomplishment in doing a job well. Second was way of life, to have work that provides them the kind of life they choose and to be the type of person they wish to be. Third was altruism, to do work which enables them to contribute to the

welfare of others. Fourth was supervisory relations, to have work which is carried out under a supervisor who is fair and with whom they can get along. Fifth was intellectual stimulation, work which provides them opportunity for independent thinking and for learning how and why things work.

The lowest ranked value to the gradutes was aesthetics, to have work which permits them to make beautiful things and contribute to the beauty of the world. Next and last was management, to have work which permits them to plan and lay out work for others to do.

Future Plans

The graduates were asked what job they would like to have in five years and in ten years. The frequency in general categories of the occupations desired in 5 years are listed in Table 19.

TABLE 19

Occupations Desired in Five Years

Occupation	f	Occupation	f
Air Force Med. Tech.	1	Bank Teller	1
Art Director	1	Bookkeeper	1
Artist	5	Business Manager	1
Athletic Director	4	Business Owner	2
Athletic Trainer	1	Choir Director	1
Band Manager	1	Coach	9

Occupation	f	Occupation	f
Counselor, Agency	3	Personnel Advisor	1
Dancer	1	Psychologist, Clinical	1
Day Care Owner	1	Public Relations	1
Dean of Students	1	Recreation Director	8
Editor	1	Reading Specialist	2
Educational Coordinator	1	Research Admin.	1
Guidance Counselor	6	Retired	2
Insurance Agent	1	School Administrator	10
Journalist	1	Secretary	1
Lawyer	2	Self-employed	4
Manager of Business, Corp., Agency	6	Teacher Elem.-Sec.	85
Mother	6	College	10
Musician	3	Specialized	7
Museum Work	1	Therapist	2
Nurse	1	Travel Agent	1
Numismatist	1	Writer	1
Optometrist	1	Undecided	4
Painter	1		

The verbatum listings are included in Appendix . The majority of the graduates hoped to be in teaching or have a job in some other capacity in education. The other job areas were scattered among quite a number of different fields.

A breakdown of the job categories using the major and secondary code of Holland's classification system can be found in Table 20.

TABLE 20

Type of Job Graduates Would Like in 5 Years and 10 Years by Holland's System of Classification

Type	f 5 Yrs.	ADJ. FREQ. PCT.	10 Yrs.	
Realistic Social	1	0.5	2	1.2
Investigative Social	8	4.1	6	3.5
Artistic Investigative	4	2.0	5	2.9
Artistic Social	12	6.1	13	7.5
Artistic Enterprising	4	2.0	1	0.6
Social Realistic	24	12.2	19	11.0
Social Investigative	12	6.1	13	7.5
Social Artistic	86	43.7	57	32.9
Social Enterprising	18	9.1	27	15.6
Social Conventional	3	1.5	4	2.3
Enterprising Investigative	1	0.5	2	1.2
Enterprising Artistic	2	1.0	2	1.2
Enterprising Social	17	8.6	16	9.2
Enterprising Conventional	0		1	0.6
Conventional Realistic	2	1.0	1	0.6
Conventional Investigative	2	1.0	2	1.2
Conventional Social	1	0.5	1	0.6

Primarily the group chose jobs which would fit into the social artistic classification. Eighty-six or 43.7 fell into the category. The next largest area was the Social Realistic in which 12.2 or 24 individuals' jobs were coded. Again social as a major coding accounted for 143 or 72% of the group giving an occupational choice. Social was the minor code on 17% more of the classifications.

The graduates were asked what job they would like to have in ten years. The frequencies and general categories of the occupations are included in Table 21.

TABLE 21

Occupations Desired in Ten Years

Occupation	f	Occupation	f
Administrator, Highway	1	Captain, Sailboat	1
Admissions Director College	1	Guidance Counselor	4
Art Gallery Owner	1	Lawyer	2
Artist	3	Librarian	1
Art Therapist	2	Midwifery	1
Athletic Director	1	Mother	3
Business Owner	4	Manager, Business	1
Buyer	1	Musician	1
Curriculum Coordinator	1	Nurse	1
Choreographer	1	Orchestra Leader	1
Coach	2	Psychologist, Clinical	1
Counselor, Private Pract.	1	Politician	1

Occupation	f	Occupation	f
Physical Therapist	1	Teacher	50
Recreation Director	5	Teacher, College	7
Reading Director	1	Teacher Sp. Ed.	2
Retired	1	Vice President, Bus.	1
School Administration	14	Writer	1
Supervisor	1	Undecided	25
Self Employed	2		

The pattern was somewhat the same with a large percentage wanting to remain in the same job area. About 10 to 15% wanted to stay in the same area but have an administrative type of job. About 10% of the total group were undecided at this time as to what they would like to be in 10 years. The breakdown of occupations listed by Holland's codes is presented in Table 20. The change from classroom teaching interests to school administration is reflected in the drop in the number of individuals in the social artistic category from the 5 years to the 10 year ahead projection and the rise in the number on the social enterprising category.

SUMMARY

Two hundred forty of the 766 who graduated between 1975 and 1977 responded to a follow-up questionnaire. About two-thirds of the graduates responding were in some type of teaching field. The remaining graduates were employed in sales, food services, clerical, business, recreation, trade and counseling areas. Three were in the armed services.

The graduates reported that they primarily got their job on their own and took the job because of its availability. Their major reason for getting the job was because of personal recommendations.

Slightly over half the graduates felt that their education prepared them adequately for their present job. About the same proportion felt that they would major in the same field if they were starting their program over again.

The graduates were asked to rate different aspects of their undergraduate program. There was marked dissatisfaction with the career guidance and advisement they received. Student teaching was considered the most valuable course in their undergraduate preparation and foundations of education courses the least valuable.

Ninety percent of those responding felt that there should be changes in the teacher education program. The number one recommendation was for more field experiences,

second was for improvement in methods courses.

The graduates who were in teaching reported that knowledge of behavior management or discipline techniques was the major competency they lacked in their first year of teaching. Second was knowledge of what is taught, the curriculum and objectives.

Slightly over a quarter of the students reported that they have continued their education after graduation; primarily in some field of education. Nearly 60% said that they did plan to continue their education within the next few years.

Achievement, Altruism and Way of Life were values ranked most important for the sample. Aesthetics, Management and Surroundings were the least important values. Most students projected that they would remain in more or less the same type of job area five years from now. The pattern was somewhat the same for 10 years from now; however, about 15% wanted higher level or administrative jobs in the same field.

RECOMMENDATIONS

1. There is a need for faculty development activities or seminars in:
   a. career guidance
   b. academic advisement
   c. occupational outlook

2. There needs to be more coordination with the Career Planning and Placement Unit of the University.
3. There needs to be a systematic program of curriculum review established to focus on:
   a. objectives and goals of the program.
   b. standards.
   c. requirements and electives.
   d. delivery systems.
   e. training procedures.
   f. gaps or discrepancies in the program, ex. between what is taught and what should be taught/content of program and competencies developed by students/views of deficiencies by students, cooperating teachers, school administrators.
4. There is a need for continued evaluation of the program through implementing the model developed for NCATE.
5. The results of previous studies should be compared and utilization of the results made.

1978 FOLLOW-UP STUDY OF GRADUATES OF THE COLLEGE OF EDUCATION, UNIVERSITY OF MAINE

INSTRUCTION

In most cases, simply encircle the number which corresponds to your answer. Here are two examples:

E1. Are you currently employed as a teacher?
Yes.....1 No.....2

E2. If I were beginning my freshman year again, I would still major in Education.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

QUESTIONS

1. Year of Graduation (1)

1975.... 1
1976.... 2
1977.... 3
1978.... 4

2. Your age _____ (2, 3)

3. Your sex (4)
Female.... 1
Male..... 2

4. Your program of studies while at UMO (5)
Elementary..... 1
Secondary 2
Physical Education..... 3
Art Education..... 4
Music Education..... 5
Special Education..... 6
Parks and Recreation... 7

5. What was your major (30Sh)? (6, 7)

English..... 1	Biology..... 8	Economics..... 15
French 2	Chemistry..... 9	History..... 16
German 3	Earth Science....10	Government..... 17
Russian..... 4	Geology.....11	Geography..... 18
Spanish..... 5	Physics.....12	Political Science.. 19
Latin..... 6	Mathematics.....13	Psychology..... 20
Classical Studies.. 7	Science.....14	Social Studies..... 21

Other (please specify)_____22

6. If you had a minor (18Sh), use above key and indicate minor in space provided._____..... (8, 9)
minor

7. If now working, what is your current position? (10,11)
_____

8. What other types of positions have you held prior to your current position?

_____ (12,13)

_____ (14,15)

_____ (16,17)

9. If you are not working now but were previously employed, what was your last full time position?

_____ (18,19)

10. Why did you leave this position?

_____ (20,21)

11. What was your primary reason for taking your present job (previous position if not currently working)?

Job availability..... 1
Salary..... 2
Geographic location..... 3
Interest..... 4
Other (specify)
_____ (22)

12. How did you find your present job (most recent if you are not currently working)? (23)

On my own..... 1
Employment Agency..... 2
University placement service..... 3
Newspaper ad..... 4
Referral by professor..... 5
Personal contact..... 6
Thru family or relative help..... 7
Other (specify)_____

13. What do you think was the most important reason for getting your present job (most recent if you are not currently working)?

Educational training..... 1 (24)
Past work experience..... 2
Personal recommendations..... 3
Educational achievement..... 4
Personality..... 5
No particular reason, a vacancy existed. 6
Other (specify)_____

14. How well did your education prepare you for your present job (previous if not currently working)? (25)

Very adequately..... 1
Adequately..... 2
Unsure..... 3
Inadequately..... 4
Very inadequately..... 5

15. If you are working now and had a choice presently what would you do?

Go back to school for advanced training in my area of specialty..... 1 (26)
Go back to school but change type of specialty... 2
Stay in present position..... 3
Work elsewhere but in the same type of job..... 4
Work elsewhere in a different type of job..... 5

16. Have you continued your education beyond the B.S. degree?

Yes..... 1 No..... 2 (27)

If yes, full time?..... 1
part time?..... 2 (28)

If yes, please complete

major/program	school	Degree or certificate	
_____	_____	_____	(29,30,31)
_____	_____	_____	(32,33,34)

If no, do you plan to continue your education within the next few years?

Yes..... 1 No..... 2 Undecided..... 3 (35)

If yes, what type of program do you plan to enter?

_____ (36,37,38)

17. If you were beginning your undergraduate program over again today, what would you do? (39)

Definitely major in the same field..... 1
Probably major in the same field..... 2
Unsure..... 3
Probably major in a different field..... 4
Definitely major in a different field..... 5

18. Did you actively seek a teaching position upon graduation?

Yes..... 1 No..... 2 (40)

19. If yes, to how many districts did you submit an application?_____ (41,42)

Career Advisement

React to items 20 to 24 on a five point scale (strongly disagree to strongly agree).

20. You received adequate career guidance and planning for your career or job SDA DA ? A SA (43)

21. You received adequate academic advisement for your educational program SDA DA ? A SA (44)

22. Your advisor provided you adequate information regarding certification SDA DA ? A SA (45)

23. You were well informed about job opportunities and job availability SDA DA ? A SA (46)

24. Teacher preparation programs prepare one well for positions other than teaching SDA DA ? A SA (47)

Course and Program Evaluation

25. What three undergraduate courses have been of the most value to you?

_____ (48,49)

_____ (50,51)

_____ (52,53)

26. What three undergraduate courses have been of the least value to you?

_____ (54,55)

_____ (56,57)

_____ (58,59)

On the 9 point scale provided, react to how well you feel the following type of courses prepared you for your present job. Circle "0" if you have not had the course or area listed.

		did not have	very poorly		poorly		average		well	extremely well	
27.	Student teaching	0	1	2	3	4	5	6	7 8	9	(60)
28.	Modules in foundations of education	0	1	2	3	4	5	6	7 8	9	(61)
29.	Methods courses	0	1	2	3	4	5	6	7 8	9	(62)
30.	Major or area of concentration	0	1	2	3	4	5	6	7 8	9	(63)
31.	Science	0	1	2	3	4	5	6	7 8	9	(64)
32.	Social sciences	0	1	2	3	4	5	6	7 8	9	(65)

33. Arts 0 1 2 3 4 5 6 7 8 9 (66)

34. Humanities 0 1 2 3 4 5 6 7 8 9 (67)

35. Mathematics 0 1 2 3 4 5 6 7 8 9 (68)

36. Do you feel that there should be changes made in the undergraduate program in education? (69)

Yes..... 1 No..... 2 Unsure..... 3

If yes, what type?_____

_____

_____

37. If you have taught, what skills and competencies did you find you were lacking the first year you taught?

_____

_____

_____

Future Plans

38. What job would you like to have 5 years from now? (70,71,72)

_____

39. What job would you like to have 10 years form now? (73,74,75)

_____

Values

How important are the following to you in selecting a job?

	Unimportant		Moderately Important		Very Important	
40. To have work which enables one to contribute to the welfare of others	1	2	3	4	5	(1)
41. To have work which permits one to make beautiful things and contribute beauty to the world	1	2	3	4	5	(2)
42. To have work which permits one to invent new things, design new products, or develop new ideas	1	2	3	4	5	(3)
43. To have work which provides opportunity for independent thinking and for learning how and why things work	1	2	3	4	5	(4)
44. To have work which gives one a feeling of accimplishment in doing a job well	1	2	3	4	5	(5)
45. To have work which permits one to work in his own way, as fast or as slowly as he wishes	1	2	3	4	5	(6)

		Unimportant		Moderately Important	Very Important		
46.	To have work which gives one standing in the eyes of others and evokes respect	1	2	3	4	5	(7)
47.	To have work which pays well and enables one to have the things he wants	1	2	3	4	5	(8)
48.	To have work which provides one with the certainty of having a job even in hard times	1	2	3	4	5	(9)
49.	To have work which is carried out under pleasant conditions--not too hot, noisy, cold, dirty, etc.	1	2	3	4	5	(10)
50.	To have work which is carried out under a supervisor who is fair and with whom one can get along	1	2	3	4	5	(11)
51.	To have work which brings one into contact with fellow workers one lines	1	2	3	4	5	(12)
52.	To have work which permits one to live the kind of life one chooses and to be the type of person one wishes to be	1	2	3	4	5	(13)
53.	To have work that provides an opportunity to do different types of jobs	1	2	3	4	5	(14)
54.	To have work which permits one to plan and lay out work for others to do	1	2	3	4	5	(15)

55. Would you be willing to participate in further research and evaluation studies conducted by the College of Education? If so, please write your name and address on a separate sheet of paper and enclose it in the envelope along with this survey.

APPENDIX B

CURRENT POSITION OF GRADUATES

* Part-time kindergarten teacher.
* Physical education/french teacher.
* 6th grade classroom teacher.
* Kindergarten teacher.
* Teacher.
* Teacher of special education.
* Sixth grade teacher.
* Clerical.
* Managing editor of advocate.
* Rehabilitation counselor.
* Resource room teacher.
* Sales representative.
* Shift runner at restaurant.
* Elementary teacher.
* Assistant superintendent of recreation in Bangor.
* Associate teacher.
* Seventh grade social studies teacher.
* Teacher.
* Bilingual teacher.
* Teacher/elementary and secondary.
* Physical education and helath instructor.
* Elementary physical education specialist.
* Teacher's assistant in resource room for children with learning disabilities.
* Professional numismatist.
* Second and third grade teacher.
* Third grade teacher.
* Accountant.

* Math teacher.
* Elementary physical education.
* Eighth grade teacher.
* Classroom teacher.
* Real estate broker.
* Third grade teacher.
* Elementary music teacher (grades K-6).
* Adapted physical education teacher.
* Counselor in Upward Bound program.
* Bank teller.
* Co-ordinator Residential Life--N.M.V.T.I.
* French teacher.
* Sales clerk.
* Diagnostic--prescriptive teacher in school for emotionally disturbed.
* Sixth grade math teacher.
* First grade teacher.
* Elementary physical education teacher.
* Fourth grade teacher.
* Carpenter.
* Social studies teacher.
* Temporary recreation director.
* Second grade teacher.
* Second grade teacher.
* History teacher.
* Sixth grade teacher.
* High school art teacher.
* Second grade teacher.
* Teacher's aide.

* Instructional aide special education.
* Extension aide.
* Production controls manager.
* Art director--junior high.
* Librarian's assistant--media specialist.
* Secretary.
* Assistant editor, nationwide agr. publication.
* Musician, U.S. Army Band.
* Elementary physical education teacher (grades K-6).
* Physical director and swim director.
* Elementary physical education teacher.
* Kindergarten teacher.
* Teacher aide in resource room.
* Social worker.
* Teacher/paraprofessional/water specialist.
* Fourth grade teacher.
* Bookkeeper for automobile dealership.
* Warehouse shipping clerk.
* Girls physical education instructor.
* Secretary--clerk.
* Unemployed.
* Teacher.
* Assistant physical education teacher.
* Teacher.
* Sales manager for Kentucky Central Life Insurance.
* Elementary teacher.
* Kindergarten teacher.
* Mathematics teacher.
* Recreation Associate.

* Special education teacher.
* Receptionist, switchboard operator.
* Teacher--coach.
* Office clerk.
* Third grade teacher.
* Third grade teacher.
* Social studies teacher.
* Sixth grade teacher.
* Music teacher.
* Teacher--fourth grade.
* English teacher--coach.
* Gas attendant.
* Elementary physical education teacher.
* Teacher assistant.
* Revlon representative.
* Director of community college in a housing project.
* Elementary teacher.
* Part-time babysitter.
* Assistant manager--restaurant.
* Elementary reading teacher.
* Athletic director.
* Fifth grade teacher.
* Special education teacher's aide.
* Second Lt. U.S. Army--Medical Science.
* Fifth grade teacher.
* Assistant baseball coach, Boston University.
* Economic researcher.
* Fifth-sixth grade teacher.
* Unemployed.

* Tutor for disabled children.
* Art teacher.
* Rental programmer.
* Music teacher.
* Chief of personnel management.
* Sixth grade teacher.
* Sixth grade teacher.
* Third grade teacher.
* Teacher aide, grade K-4.
* Private saxophone instructor.
* Assistant teacher of remedial reading.
* Kindergarten teacher.
* English teacher, grades 9-12.
* Bridge painter.
* Planning technician, consortium.
* Secondary school teacher.
* Secondary school physical education teacher.
* Substitute teacher.
* Math teacher--coach.
* Math tutor.
* Social worker.
* Principal/teacher.
* Resource room teacher.
* Junior High science teacher.
* Avon representative.
* Mother, homemaker.
* Bank clerk.
* Assistant teacher in special education resource room.
* Substitute teacher.

* Consumer representative.
* String instructor.
* Art teacher.
* Self-employed in sporting camp operation.
* Teacher.
* Unemployed.
* Hostess, dinner waitress.
* Classroom aide for Head Start.
* Elementary teacher.
* Social studies teacher.
* Special education resource room.
* Waitress/cook/salesperson.
* Teaching assistant.
* Cashier.
* Teacher aide.
* Student.
* Counselor for visually handicapped children.
* Art teacher for grades K-4.
* Banker.
* Carpenter.
* Assistant teacher.
* Private music instructor.
* Physical education instructor for grades 7-12.
* Paraprofessional.
* Assistant manager for K-Mart.
* Unemployed.
* Personnel clerk.
* Substitute/clerk.
* Biology and earth science teacher.

* 10-12 Physical Education/Coach
* Physical Education Teacher
* Physical Education Instructor - 1st-8th (part time)
* 5th Grade Teacher
* Elementary Teacher
* Elementary Teacher - Curriculum Resource Teacher
* Assistant Dean Student Affairs
* 6th, 7th, 8th Grade Math Teacher
* Speech Instructor
* Elementary School Teacher
* Elementary School Teacher
* Insurance Agent
* First Grade Teacher
* Recreation Director
* Real Estate Sales
* Junior High (7-8) Language Arts
* Owner of Dairy Queen
* Music Teacher
* Gift Shop Manager
* CETA Outreach Employee
* Self-employed Director of Day-Care Center
* Teacher of English/Reading
* Special Education Teacher
* Teacher
* Production Supervisor
* Research Assistant for Historical Society
* Math Teacher

* 2nd Grade Teacher-Aide
* Teacher of Health Education--Grade 9
* 7th Grade English Teacher
* 5th Grade Reading Teacher
* Social Studies/Latin Teacher
* Teacher
* Waitress
* Purchasing Agent
* Compensatory Education Teacher (9-12)
* Field Executive and Resident Camp Director
* Study Hall Monitor, Coach

* Tutor
* Director of Physical Education (social service agency)
* Teacher Assistant - Learning Disabilities
* Teacher
* Education Assistant (parateacher)
* 7th Grade Language Arts
* 2nd Lt. U.S. Army
* Teacher - Combo. Grades 3 & 4
* Teacher
* Travelling Music Teacher
* English and Social Studies Teacher
* High School Art Teacher (9-12)

APPENDIX C

MOST VALUABLE COURSES

Abnormal Psychology	(2)	
Administration of PE	(2)	
American Art	(2)	
Anatomy/Physiology	(4)	
Ancient History	(1)	
Applied Piano	(1)	
Art and Architecture	(1)	
Art History	(5)	
Astronomy	(1)	
Athletic Training & Conditioning	(21)	
Baseball Methods & Coaching	(1)	
Behavior Modification	(2)	(Mod EdB3)
Biochemistry	(1)	
Biology II	(2)	
Botany	(1)	
British Novel & Poetry	(1)	
Career Education	(1)	(Mod EdB4)
Child Growth & Development	(26)	(Mods EdB3)
Child Laboratory	(1)	
Child Psychology	(21)	
Children's Literature	(43)	
Classroom Management	(1)	(Mod EdB4)
Complex Numbers	(2)	
Communications	(5)	
Computer Programming	(2)	
Constitutional Law	(2)	
Course using A-V Material	(1)	(Mod EdB4)
Current Events	(1)	
Curriculum Planning	(1)	(Mod EdB4)
Design	(1)	
Drama	(2)	
Drawing	(6)	
Ecology	(1)	
Economics	(2)	
EdB2	(7)	
EdB3	(8)	+ (5)
EdB4	(7)	+ (4)
Education of Exceptional Child	(11)	
Educational Psychology	(1)	
English Literature	(1)	
Entomology	(1)	
Exceptional Child (Education of?)	(1)	
Exercise Physiology	(15)	

Families Financial Problems	(1)	
Field Study	(2)	
Folklore	(1)	
Folk, Square/Modern Dance	(2)	
Football Methods & Coaching	(1)	
French Civilization	(1)	
French Phonetics	(1)	
General French Literature	(1)	
Graphics	(2)	
Group Techniques for Humanizing Classroom	(1)	(Mod EdB3)
Guidance & the Teacher	(3)	
Gymnastics Methods	(1)	
Health	(1)	
Higher Geometry	(1)	
History & Behavior of American Environment	(3)	
History of Maine	(6)	
History of Western Europe	(1)	
Honors Program	(1)	
Housing	(1)	
HPER for Elementary School	(2)	
Human Sexuality	(1)	
International Organization	(1)	
Introduction to European History	(2)	
Fiction	(1)	
Latin	(1)	
Sociology	(1)	
Kinesiology	(18)	
Learning Disabilities & Speech	(1)	
Linear Algebra	(2)	
Linguistics	(1)	
Logic	(1)	
Man & the Sea	(1)	
Mathematics History	(3)	
Mental Hygiene	(1)	
Modern Dance Methods	(2)	
Modern Society	(1)	
Movement & Meaning	(1)	
Music Education	(1)	
Music Literature	(1)	
Music Theory	(3)	
Nutrition	(2)	
Orchestration	(3)	
Organ Lessons	(1)	

Painting	(1)	
PE coaching courses	(5)	
Perceptual Motor Development	(2)	(Mod EdB3)
Philosophy & Organization of PE	(7)	
Photography	(2)	
Piano Lessons I	(1)	
Political Science	(2)	
Prevention & Care of Athletic Injuries	(3)	
Principals of Arithmetic	(6)	
Private Oboe Lessons	(1)	
Professional & Business Speaking	(1)	
Professional Learning	(4)	
Psychology of Adjustment	(1)	
Psychology of Guidance	(1)	
Public Speaking	(2)	
Race, Sex, Ethnic Group	(1)	
Reaction Leadership	(1)	
Reading Problems in Secondary Sch	(2)	
Regional Economics	(1)	
Role of Teacher in Counseling	(1)	
Rural Sociology	(2)	
Saxophone Lessons	(1)	
Shakespeare I	(2)	
Small Group Analysis	(2)	
Soccer, Volleyball, Tumbling	(1)	
Social Psychology	(5)	
Speech	(3)	
Speech Pathology	(3)	
Student Teaching	(61)	
Structure of Arithmatic	(3)	
Teaching of		
Art	(9)	
Elementary Math	(26)	
English	(2)	
Foreign Language	(1)	
Language Arts	(21)	
Mentally Retarded	(6)	
Music	(2)	
PE	(14)	
Reading	(27)	
Science	(7)	
Social Studies	(11)	
Woodwinds	(3)	
Team Teaching	(3)	
Tests & Measurements	(1)	
Theories of Personality	(1)	
Twentieth Century History	(2)	
University Band	(1)	
Voice Lessons	(3)	
Western Trad. in Literature	(1)	
Zoology	(8)	

APPENDIX D

LEAST VALUABLE COURSES

Abnormal Psychology	(2)
American Government	(2)
American Short Stories	(1)
Art Appreciation	(4)
Asian Civilization	(2)
Aspects of Natural Environment	(1)
Astronomy	(1)
Biochemistry	(2)
Biology	(10)
Botany	(3)
Calculus	(4)
Child Psychology	(1)
Computer Programming	(1)
Dance	(1)
Earth Science	(1)
Economics	(2)
EdB2	(49) + (1)
EdB3	(45)
EdB4	(42)
Educational Psychology	(1)
Elements of College Math	(3)
English Literature	(13)
European History	(6)
Family Interaction	(1)
Fundamentals of Arithmetic	(2)
Fundamentals of Speech	(4)
General Chemistry	(1)
Geometry	(2)
Health Education	(8)
History of American School	(3) (Mod EdB2)
History of Maine	(3)
History of Western Civilization	(3)
Horticulture	(2)
HPER in Elementary School	(3)
Humanities	(1)
Interpersonal Communcation	(4)
Introduction to	
Anthropology	(10)
English	(18)
Fiction	(2)
French	(3)
German	(1)
Music	(2)
Psychology	(21)
Poetry	(5)

Introduction to (cont)	
Social Studies	(1)
Sociology	(13)
Spanish	(2)
Speech	(5)
Kinesiology	(3)
Linear Algebra	(1)
Mental Hygiene	(1)
Microbiology	(1)
Modern Society	(2)
Music Appreciation	(2)
Music Education	(2)
Music History	(3)
Organization & Administration of PE	(1)
PE	(5)
Philosophy	(1)
Philosophy of PE	(2)
Physical Science	(13)
Physiology of Exercise	(2)
Plant Kingdom (The)	(1)
Play Production	(1)
Principle of Art	(3)
Public Administration	(1)
Public & Fiscal Policy	(1)
Remedial Reading	(1)
Soccer Methods & Coaching	(1)
Social Psychology	(1)
Statistics	(1)
Teaching of	
Art	(7)
Language Arts	(7)
Math	(24)
Mods	(17)
PE	(2)
Reading	(14)
Science	(29)
Social Studies	(28)
Tests & Measurement	(13)
Theology	(1)
Theories of Personality	(3)
Track Methods & Coaching	(1)
Trigonometry	(1)
Understanding Music	(2)
U.S. History	(12)
Zoology	(7)

APPENDIX E

CHANGES IN THE COLLEGE OF EDUCATION PROGRAM SUGGESTED BY STUDENTS

* Limit number of candidates taken into program
* Make student teaching pass/fail
* Higher level of skill and teaching techniques for higher skills levels in physical education classes
* More chances for undergraduates to be in classrooms, activiely working during first and second years, so that the ones who don't want to teach can be "weeded out" for the sake of those who do
* Complete revamping
* More field work
* Less "liberal" attitudes
* More community contact (parents)
* More challenging and demanding work
* Program to develop junior high teachers
* More time spent on evaluating and marking pupils
* More practical exercises
* Teaching experience
* Use of "actual" texts
* Processes of how you would prepare a lesson
* Use of a manual
* More time spent in the actual classroom situation (5 year intern program)
* Education program too idealistic. Does <u>not</u> prepare a student for the working conditions found
* Education courses designed to help a potential teacher are needed. EdB2, B3 and B4 were of little help when it came down to real teaching
* Planning a curriculum
* Writing a philosophy
* Setting up plan books

* Teaching problems.
* Earlier experiences out in the schools.
* More emphasis on communicating with students; understanding students better--more psychology courses.
* More emphasis on psychology--particularly discipline training in business courses or marketing.
* 5 year program--all methods courses taught when student can directly apply what is learned.
* More experience.
* Student teaching sooner in education; 16 weeks required.
* Course in methods covering behavior problems.
* Emphasis on current methods that don't require large budgets.
* Student teaching at different grade levels.
* Student teaching required in sophomore year.
* Field work in freshman year.
* More study of discipline.
* More experience.
* More emphasis on curriculum development and committee chairmanship.
* More field experience.
* More practicum experience situations.
* After one year break after 2 years of study, was unable to become apprentice.
* More classroom experience.
* More outside field experience.
* More career orientation in other areas than methods.
* More "on-the-job" work.
* More module type courses.
* Junior year student teaching.
* Fewer requirements (general ones)--choose own-interest courses.
* Make material more relevant; less "bull".

* Student teacher for a year--extend to 5 year program.
* Freshmen professors; more cooperation.
* More current, contemporary courses.
* Make modules more demanding, stimulating, interesting, and worthwhile.
* More field work.
* Delete specific requirements so more choice of supplementary courses.
* Student teaching junior year.
* Student teach both primary and secondary level.
* More on-the-job experience.
* More student teaching.
* Make courses more demanding.
* More physical education practical experience at all grade levels.
* Enrollment in education decreased.
* More classroom experience.
* Student teach in sophomore year.
* More work in classroom before student teaching.
* Student teach early.
* Change in EdB 2, 3, and 4, so more developed.
* More experience with children.
* Methods courses.
* Student teaching early.
* More emphasis on classroom control and discipline.
* More emphasis on lesson planning and instruction.
* Audio-visual equipment uses taught.
* "Harder" ranking procedures--too easy.
* Mandatory grammar course.
* Change in methods courses.

* More depth in modules.
* More courses given under supervision of department.
* More field experience before student teaching.
* More community involvement with teaching systems.
* More exposure to artists/teachers/administrators.
* More work directly with children in classroom setting.
* More concentration on courses in specialized area.
* More communication between students and advisors.
* More experience with students in a teaching experience.
* More methods dealing with real situations--not idealistic.
* Education courses more geared towards individual major.
* Concentration on methods of teaching.
* Field experience in classroom.
* More practical attitude.
* More practical course training--too idealistic.
* Student teaching time 16 weeks minimum.
* Advisors should take more interest in students.
* Students should be better prepared in areas of education.

* Need for better courses dealing with teaching reading to the elementary level.
* Students in education should be exposed to children and their major field of study sophomore year.
* More practical experience.
* More time in schools working with teachers and students.
* More experience in schools.
* Student teach earlier than senior year.
* More direction toward class technique and application in the classroom atmosphere.
* How to prepare for the class presentation.
* More practical experience.
* More student teaching.
* Ferver out of major requirements.
* Wider choice of requirements.
* More field work.
* More work in classroom scheduling and testing.
* More reading background--problem diagnosis and remedial help.
* Wider background in all subjects before allowed to specialize.
* Do professional job teaching toward acknowledged goals.
* Monitoring students and professors progress regularly by supervisor.
* More exposure to methods of teaching--what to teach, how and techniques.
* Practical rather than idealistic experience.
* More experience initially in program with teaching.
* Earlier student teaching.
* Improve methods courses or drop them.
* More courses on teaching reading courses.
* Courses on where to go for help with problems--such as agencies, people and other resources.

* More career guidance and counseling
* More stress on all aspects in the classroom--how to handle a disruptive class and parent/teacher conferences.
* More mods in class organization.
* More student teaching.
* Counseling in what it means to be a teacher, not an aide.
* More fieldwork in freshman and sophomore years.
* More concentration on art, music, physical education and teaching writing for elementary education.
* Earlier participation in classroom--labs.
* Methods courses are inadequate.
* Year long intern programs in classroom.
* More actual teaching situations and preparation to student teaching.
* More observation and critique while student teaching.
* More field experiences.
* More "on hands" types of classes.
* Better advising by advisors--approach job market more realistically.
* More practical experience; less idealism.
* Earlier student teaching.
* More enthusiastic and interesting methods courses.
* More experience other than student teaching and observation.
* More practical experience.
* Earlier student teaching.
* Professors need more realistic views of classroom.
* More field experience.
* Change of education courses structure.
* More relaxed requirements.
* Spend more time with actual classroom experience.
* More field experience (behavior and discipline).

* Early field experience.
* No repetition of different courses with same format.
* More flexibility in general courses--art and math.
* More field experience.
* Greater standards of excellence in written/verbal communication and academic ability.
* Longer and more intense practical teaching experience.
* More field experience in various teaching style schools.
* Typing and bookkeeping skills required.
* Direct experience in classroom.
* 16 weeks of student teaching.
* Hands-on experience.
* Education courses dealing with handling of administration and discipline.
* More emphasis in humanities, art, philosophy...
* More early practical experience.
* More early field work experience.
* More mandatory field experience before student teaching.
* More exposure to schools.
* More early elementary courses.
* Methods courses geared to grade levels.
* Earlier classroom experience.
* More student teaching.
* 16 weeks student teaching.
* Courses with working and learning disables/EMR students.
* 8 week teachers aide program for freshman.
* More classroom experience.
* More practical experience.
* Less educational theory.
* Courses on adaptive physical education.

* Practical teaching.
* Change modules back to regular classes.
* More practical experience before senior year.
* Teach and give ideas of specific lessons.
* School and pupil involvement with each course.
* Exposure to classroom setting at freshman year.
* Additional--actual exposure in school system.
* Discipline course.
* Course dealing with filling out registers, giving grades, and parent/teacher conferences.
* Student teaching and early exposure freshman year.
* Experience teaching and working with students.
* Experience in elementary schools before senior year.
* Involvement between students and teachers.
* More practical experience.
* Infield training courses in classroom management and organization.
* More and meaningful mods.
* 16 week student teaching--if needed. Decided by advisor and school board.
* More time spent in schools.
* Required classroom experiences in early methods every semester.
* More realistic approach to public school teaching.
* More specifics of teaching and behavior management.
* More field work.
* Less courses on theory.
* Earlier practical experience.
* More emphasis on discipline in methods courses--practical solutions rather than theory.
* More interest from professors in methods courses.
* Stricter requirements to pass as a teacher.

* More contact in schools before senior year.
* More practical experience in classroom, early.
* Additional psychology course requirements.
* Course in logical reasoning.
* Real situational experience--familiarity with materials available in classrooms.
* Student teach junior year.
* Eliminate survey courses.
* More humanities courses and social science.
* More hands-on learning.
* Classroom managements skills.
* More field experience.
* Rid professors and instructors who aren't aware of "current" classroom situations.
* More stress on discipline.
* More experience working with children.
* More practical field experience.
* Introductory courses are too large and impersonal to gain preparation and understanding of future courses.
* More hands-on experience.
* Methods courses were waste of time.
* Classroom exposure freshman year.
* More internships and practicums.
* More classroom experience.
* 12 weeks student teaching (freshman through junior year).
* Mods have too much theory; not practical.
* Bring in teachers to teach prospective teachers, not just professors who read the books.
* More field experience.
* Methods courses more meaningful.
* More practical experience.

* Longer student teaching.
* More field experiences.
* Classroom experience each year when are student.
* Contact with teachers in different systems, at different grade levels.
* Various curriculum materials and use of.
* Methods courses more specific.
* Courses required in child development.
* More classroom experience and contact.
* "Classroom" work freshman year.
* Much greater practical experience.
* Course in N.E. teaching laws.
* Sophomore "standing-in" classroom training as aide.
* Stronger guidance in specific courses for specific training areas of specialization.
* More concentration of realistic methods courses.
* More concentration on grammar.
* More experience with children with reading problems.
* Cooperating teacher should not have right to grade student teacher, if philosophies and personalities clash.
* More emphasis on methods courses.
* Exposure to teaching earlier than student teaching.
* Student teaching sophomore year.
* More realistic approach to problems of teacher.
* Less classroom instruction; more actual experience.
* Student teaching--8 weeks secondary level; 8 weeks elementary level.
* More practical experience.
* Less time spent in college classroom and more time in "real" classroom with teachers and kids.
* More stress on practicalities; less philosophizing.

* Stricter requirements.
* Advanced first aid course required.
* Broader base in social sciences and counselling.
* Modules too radical or too conservative.
* More special education for certification.
* More practical application than sitting in classroom.
* More and earlier involvement in schools with children, especially special education.
* More resource--type involvement, not institutionalized.
* Courses for preparing prospective teachers to deal with classroom discipline.
* Experience teaching.
* Experience how to "get-along" in school system.
* Experience how to apply oneself in interview situation.
* "Refreshing" professors who have had current classroom experience.
* Teaching lab--involving aide duties before doing student teaching.
* Methods courses more current and updated--made more interesting too.
* Education courses restructured to provide student with learning experiences.
* More concentration in major area.
* Less humanities.
* Longer student teaching period.
* Teaching experience sophomore year.
* More practical experience.
* More practical in-schools programs.
* More field experience.
* Instructors having closer contact with classroom teachers or teaching.
* Broad exposure to many different fields of education.
* Non-repetitive modules.

* Limited enrollment into education.
* More career guidance with emphasis on areas in education which have more job availability.
* Earlier student teacher experience.
* Methods courses applying to present day schools.
* Emphasis on methods, curriculum and student teacher activities.
* More reading courses required.
* More child development background.
* Program designed to train teachers in area of dance for physical education majors.
* Science and math courses for physical education majors.
* Experience in classroom all four years--student teaching second and last year.
* More consultation with advisors.
* More competent teachers.
* More pertinent, relevant types of courses useful in the classroom.
* Too much theory--need realistic courses.
* Student teaching 8 weeks in junior and senior year.
* More methodology.
* More practical experience for credit.
* Change and update education courses.
* Field experience in social institutions.
* Less theory and more practical experience--get away from "ideal" situations.
* Total program very inadequate for profession.
* Earlier field experience in classroom demonstrations of teaching situations.
* Added field experience integrated throughout students education.
* More mobility in choosing subjects--too many irrelevant requirements.
* Student teaching not graded by advisors who visit only once or twice during 8 week period.

* Foundation courses improved--mods of no help in teacher preparation.

* Too many unnecessary courses--have number of different courses cut down and increase useful ones such as psyche and human relations.

* More rigorous courses requiring more work.

* Mods more practical.

APPENDIX F

COMPETENCIES GRADUATES LACKED THEIR FIRST YEAR OF TEACHING

* Experience
* Skill in presentation and preparation of class material for students.
* More experiences with handling a variety of disciplinary problems
* Classroom control skills
* Knowledge of legal rights and responsibilities.
* "Realistic" lesson preparation skills, including the time factor
* Lack of knowledge on scheduling activities in classroom testing
* Humanistic class control
* Poor record keeping
* How to individualize
* Getting material across to students
* Capabilities of varying age levels
* Behavior modification skills
* Experience
* Not enough practical experience of teaching
* Stress on time spent disciplining
* How to handle disruptive class
* How to motivate students to learn "boring" material
* How to begin the year
* Knowledge of ordering supplies a year ahead
* Medical emergencies
* Handling a group when going on field trips
* Playground discipline
* Budgeting time for construction of school materials and lessons
* Knowledge of mimeomachines, filmstrip projectors.....

* Lack experience with working with children, teachers and administrators.
* Discipline.
* Basic knowledge of duties as a professional.
* Lack of exposure to reading programs and methods.
* Actual classroom experience.
* Phonics.
* Basics--music, chalkboard.
* How to make boring topics more faintly amusing.
* Parent-teacher conferences.
* Grading procedures--rank cards.
* Experience with parents.
* Knowledge of where to get free or inexpensive class materials.
* Disciplinary skills.
* Teaching of reading.
* Experience with various situations and how to handle.
* Experience with children (behavior and discipline).
* Knowledge of inner workings of budgeting, ordering, contractual obligations.....
* How to handle disciplinary problems.
* Experience with special students who have been mainstreamed into regular classroom.
* More reading courses required.
* Discipline.
* Dealing with administrators.
* Vocal music.
* Full year curriculum preparation.
* Lack knowledge of developmental levels and procedures.
* Lack knowledge of subject areas for grade level.
* Methods of teaching reading.

* Testing.
* Control and discipline procedures.
* Reading and science.
* Dealing with "difficult" children.
* Individual sports--gymnastics, archery.
* Discipline.
* Reading skills.
* Math skills.
* How to gauge time to lessons.
* Ability to handle severe disciplinary problems.
* Record keeping.
* Severe behavior problems.
* Handling discipline.
* Classroom experience.
* Discipline skills.
* Skills in math and reading.
* Knowledge on school records, attendance registers, health cards.
* Lack of field experience with mechanics of classroom during student teaching.
* Classroom and student management.
* Discipline.
* Techniques for coping with "mainstreamed" children.
* Discipline, motivation.
* Dealing with administrators.
* Behavior management.
* How to teach.
* Classroom management.
* No general knowledge of kid's competencies at various levels.
* Skills dealing with discipline problems.

* Classroom control and discipline.
* Knowledge of teacher's rights.
* Policies and associations in teaching.
* Reading skills.
* How to handle special children.
* How to teach science without materials and keep student motivated and busy.
* Planning curriculum.
* Writing IEP's and similar type programs.
* Counseling students.
* Planning a curriculum.
* Discipline.
* Teaching of reading skills.
* Knowing how a school system works--daily run of teacher and administration.
* Teacher relationships verses classroom control.
* Math skills.
* Handling behavior problems.
* Art, physical education, social studies, science experience of teaching.
* How to set up a system keeping students in order; students don't regard aide as a "real" teacher.
* Private instruction.
* Student teaching.
* Contact with children of all ages.
* Discipline.
* Self-confidence.
* How to deal with learning and reading disabilities.
* Lack of knowledge of wide-range experiences like games, handball, floor hockey.....rainy day activities.
* Poorly prepared by college.

* Typing.
* Effective testing techniques.
* First aid training.
* Economics course to stress at elementary level.
* More functional science required.
* Descriptive behavior modification.
* Lack of exposure and ideas of unique situations occuring in classroom.
* Knowledge of school law.
* Knowledge of testing techniques.
* Familiarity with all classroom materials.
* Resources to turn to for materials and information--materials to use when funds are scarce.
* Classroom control.
* Physics background.
* Math skills and teaching of.
* Reading skills and teaching of.
* How to handle multi-grade classroom where all subjects are taught to several grades at once.
* English skills.
* Discipline philosophies.
* Experience.
* Discipline skills.
* Student teaching.
* Knowledge of how to deal with school business administration.
* Public relations.
* Budgets.
* Public relations with administration and principals.
* Inadequate knowledge of different curriculums offered by various textbook companies.

* Poor elementary science background.
* No real idea of what is taught at different grade levels.
* Need for more creative ideas for bulletin boards, self-made masters, learning games.....
* Reading skills.
* Testing skills.
* Evaluation of skills.
* Child development.
* More opportunities for advanced training in physical education.
* Previous experience.
* What students know at each grade level.
* How to teach times, phonics, adding, subtracting, blending.
* Different approaches to art education.
* Interdisciplinary approaches.
* Special education.
* Class management and discipline.
* Curriculum objectives.
* Discipline.
* Ability to look ahead to see where we'll be in the future.
* Knowing own abilities and using them.
* Experience.
* Lab preparation knowledge.
* Coaching.
* General science background.
* Control techniques.
* More exposure to relating to kids on my level before entering the class as a faculty member.

* Experience
* Class control of younger primary
* Wider range of specific activities (or sources of)
* Was lacking in classroom management skills
* Methods
* Budgeting
* Major field
* The same I lack now--more understanding of what I'm doing and why
* More ability to think and teach creatively in a more stimulating way
* More ability to tell a good story
* More ideas
* Evaluating and marking
* Parent communications
* How to use audio-visual equipment
* First aid course
* Tactful wording or oral preparation of what you tell parents if child is repeating or notifying of a problem
* Doing a register and balancing it
* Classroom management
* Elementary reading
* Lack of understanding of the administration of school systems
* How to coordinate what I know to teaching to children--UMO too idealistic
* Teacher--organization of materials
* Dealing with discipline

* Dealing with above and below average students
* Did not have a lot of diverse art skills. No crafts program offered
* Discipline--what to do with students who did not comply with my standards of dress and attendance
* Knowing how to handle certain teachers--student relationships
* Discipline problems
* Safety factors as related to a large group of elementary schoolers. Small group verse large group safety varies with the activity
* No competencies in first year of teaching
* Teaching of cursive writing
* More child development type courses for education majors
* Wider range of methods in teaching of reading
* Organization of classroom schedules
* Traditional and modern methods for basic skills
* Reading--lack of familiarity with teaching methods and materials
* Interesting games to work in
* Classroom management skills
* Program organization
* Discipline techniques
* Assess student abilities
* Ability to develop and plan a year-long curriculum with a logical sequence to build on past learning
* Ability to be effective disciplinarian
* Time management
* Difficulty with presentation of materials and discipline programs
* Oration
* Vocabulary
* Speak linguistics

* Lost respect towards educational experience and much time being wasted
* No concept of solid discipline
* Lack of correlation between learning to teach and learning what to teach
* Means of evaluating students--was totally unprepared
* Anatomy course
* Ways of individualizing curriculum
* Record keeping
* Test interpretation
* Disciplinary control
* Health education and first aid
* More general physical education in background
* Discipline in classroom
* How to deal with other teachers--politics within a school
* Familiarity with text and actual teaching techniques
* Curriculum design in Health Education
* Not to take things too seriously; sense of humor
* Problems with classroom discipline
* Organization--make-up work, grouping, legalities
* Preparation of lesson plans
* Self-confidence
* More efficiency in evaluating and diagnosing students
* Drills for methods of discipline
* Discipline skills
* Self-confidence
* Course in English grammar
* Difficulty in developing a curriculum
* Behavior management course
* Classroom control and discipline

* Use of audio-visual aids
* Self-confidence
* Lack of teaching ideas
* I.Q. testing
* Budget planning
* Figuring grades
* Scheduling
* Reading
* Sufficient knowledge and experience working with kids
* Experience with "special" children
* Disciplinary methods for junior high students
* Interest arousing ideas for various age groups
* Where to begin teaching programs--practical experience
* Budget preparation
* Reading skills
* Distributing and evaluating standardized test results
* The ability to design and score tests
* Experience
* Planning--time management
* Evaluation and grading
* Reading--the different books and programs available; remedial reading

APPENDIX G

POSITIONS DESIRED BY GRADUATES IN 5 YEARS

* Teaching
* Classroom
* Business Owner
* Don't Know???
* Coach, Teacher
* Teaching
* Teaching in a One-Grade Room
* Undecided
* Teaching
* Art Director
* Teach at College Level
* Athletic Trainer
* Supervisor of Recreation Program
* Full-time Teacher
* Clinical Psychologist
* Special Ed. Resource or Self-Contained
* Teacher
* Teacher/Coach
* School Administrative Work
* Teaching
* Teacher
* Current job
* Teaching
* Recreation Director
* Retire at 35 and Play Golf
* Head Football Coach

* Financially Well Off
* Self-employment in Music Field
* Elementary Ed
* College Teaching
* Day Care Owner
* Administrative Job
* Attorney in Boston Firm
* Guidance Administration
* Research Administration
* Mother
* Math Teacher
* Full-Time Teaching Job
* Administrative Position in Health Ed.
* Teacher
* Lecturer
* Guidance Administration
* Administrator
* Industrial Recreation
* Mother
* Nurse
* Full-Time Kindergarten Teacher
* K-3 Teacher
* Secondary Level Teacher
* College Instructor/Professor
* Teacher
* Teacher
* Own a Small Business
* Artist/Teacher

* Sales Manager
* Store Manager
* Elementary School Administration
* Director of Recreation
* 1st Grade Teacher
* Mother
* Teacher
* Teacher
* High School Teacher
* Teacher
* Teacher
* Teacher
* Teacher of Special Education
* Full Time 6th Grade Teacher
* Professional Numismatist
* Teacher
* Third Grade Teacher
* Actuary
* Teacher
* Elementary Principal

* Teacher/Coach; assistant principal
* Counseling at Community level
* Self-employed
* Third grade teacher
* Athletic Director or Administrative Assistant
* Secondary guidance counselor
* Bankteller
* Dean of students at a small school
* Retailing management
* Teacher
* Teacher
* Elementary Teacher
* No response
* Fourth grade teacher
* Self-employed business
* Head football coach--New England Patriots
* Recreational Director
* Reading specialist
* Elementary teacher
* Teaching in public schools
* Art teacher/artists
* Assistant principal
* Artist
* Counseling elementary
* Teacher
* Educational coordinator for medical tech. program
* Freelance artist/teacher

* Reading resource teacher
* Second grade teacher
* Editor
* Public school music teacher
* College professor
* College professor
* Athletic trainer in college
* Coach
* Kindergarten teacher
* Classroom teacher
* Lawyer
* College teacher
* Principal
* Bookkeeper
* Managerial or public relations
* Recreational Director
* Secretary
* Teacher for junior high
* Teacher
* Teacher
* General agent for agency--home office work
* Teacher
* Orientation and mobility instructor
* Math teacher
* Athletic director
* Elementary resource room
* Head varsity coach/physical education teacher
* Teacher
* Physical education teacher

* Teacher
* Physical education instructor
* Mother
* Commission in A.F. in defense language
* Business management
* Elementary teacher
* Music teacher
* Retired
* Guidance Counselor/Coach
* Recreation director
* Elementary physical education teacher
* Principal
* Raise a family
* Director of municipal recreation program
* Teacher
* Special education
* Self-employed
* Football coach/teacher
* Athletic director of a large school
* Classroom teacher
* Writer/editor
* Working with retarded, handicapped children
* Basketball coach
* Corporate management
* Teacher
* Second or third grade teacher
* Painter
* Kindergarten teacher

* High school band director
* Self-employed
* Sixth grade teacher
* Teacher
* Mother
* Professional saxophonist, private teacher
* Teacher
* Pursuing master's
* Physical education teacher
* Teacher
* Manager of retail store
* Small-college professor
* Second grade teacher
* Vocational counseling
* Manager of social service agency
* Teacher
* Teacher
* Second grade teacher
* Teacher
* Choir director/organist
* Principal
* Recreation therapist
* Band manager
* Private violin instructor
* Museum work
* Teacher
* Teacher
* Journalist
* Physical education instructor

* Teacher
* Elementary guidance
* Elementary counselor
* Performing with modern dance company
* Teacher
* Teaching K-3
* Chief therapist
* Supervisor of state program for visually handicapped
* Teaching art education at college level
* Teacher/coach
* Travel agent
* Independent studio
* Athletic director
* Elementary physical education teacher
* No response
* Social studies teacher
* Personnel advisor
* Optometrist
* Teacher

APPENDIX H

POSITIONS DESIRED BY GRADUATES IN 10 YEARS

* Art Therapy
* Director of Recreation Facility
* Clinical Psychologist
* Same as #16
* Teacher
* ??
* Teaching at College Level
* Reading Director
* Coordinating Curriculum - Programs and Teaching
* Current Job
* Guidance
* Same
* Captain on 2-man Sailboat
* Head Football Coach
* Same
* Elementary Education
* Writing and Work in My Own Studio
* Midwifery
* Highway Administration
* Attorney
* Sp. Ed. Administration
* Same
* Teacher
* Math Teacher
* Full Time Teaching Job
* Assistant Principal Position

* Mother
* Artist
* Administration
* Administrator
* Librarian
* EMT
* Full Time Kindergarten Teacher
* Same
* Same
* Same
* Teacher
* Business Field
* Own a Large Business
* Art Therapist
* General Manager
* Area Supervisor
* Teaching
* Director of Parks and Recreation
* Not in Teaching Field
* Private Music Teacher
* Teacher
* Teacher
* High School Teacher
* Teacher
* Educational Management - Recreation
* Teacher
* Same
* Same

* Same
* Same
* Same

* Principal
* Nursing
* Self-employed
* Retired
* College professor
* Admissions director at University
* Same
* Private counseling job
* No response
* No response
* Teacher
* Guidance counselor
* Physical education administrator
* Same
* Same
* Same
* Same
* No response
* Housewife--mother
* Guidance counselor
* Artist/museum work
* Same
* Same
* No response
* No response
* Same
* Same

* College teacher
* Same
* Elected position in government
* College teacher
* Same
* Same
* Head baseball coach in college
* Administrator
* Elementary guidance
* Same
* Lawyer
* Psysiology of exercise technician--cardiac rehabilitation
* No response
* Same
* Administrator
* Organizer of physical education program
* Teacher
* Secondary level teacher
* Same
* Same
* Administration
* Principal
* Doctoral program dealing with visual handicaps
* Same
* No response
* No response
* Athletic director
* Same
* Recreation Director
* Teacher

* No response
* Business owner
* Elementary specialist
* Same
* No response
* No response
* Same
* Administrator
* Superintendent
* No response
* Same
* Same
* Wife and mother
* Same
* Same
* Athletic Director of College
* Administrator
* No response
* No response
* Coach
* Same
* No response
* Same
* Owner of gallery
* Same
* No response
* Same
* No response
* Same

* First grade teacher
* College level music professor
* Same
* Teaching the deaf
* Same
* No response
* Buyer for retail store
* Administrator
* No response
* Same
* Teaching social studies
* Teacher
* Administrator
* Same
* Same
* College music professor
* Adminstration
* Same
* Vice-president of commercial products
* Orchestra leader
* Curator
* No response
* Same
* Same
* No response
* Same
* Same
* Same
* Teacher of choreography

* Physiology teacher
* Same
* Private practice
* Professor at University
* Teaching art and part time administrator
* Athletic director
* No response
* Director of preparatory division
* Elementary physical education
* Same
* Own sporting goods business
* Same
* Recreation director
* Same
* Same